Best Practice-1: Engaging Students in Quality Enhancement Processes

One of the main objectives of the institute is not just help its students secure a degree but also prepare them with readiness to face any challenge in their lives. We believe that the number of years spent by the students in its campus is extremely helpful, as this period witnesses their transformation from adolescence to adulthood. With the deep understanding of students and faculty mindsets gleaned over decades, the college has formulated a list of practices to promote a culture of competitiveness and achieve laurels in curricular and co-curricular events. There is a growing need for higher educational institutions to be more accountable to the expectations of stakeholders.

Objectives :

● To develop the institutional culture to engage students and strengthen the student-

teacher relationship further in the process of transmutation.

● To help teachers benefit from the student feedback and evaluation and modification on teaching methodology and classroom learning process.

● To help the institution in getting the students' and other stakeholders' insight and suggestions on key institutional – academic and administrative aspects.

The Practice:

Involvement of module coordinator in Academic governance institute practices

multi monitoring system.

1. Institutional level: - The academic governance guides all the departments regarding the conduct and smooth implementation of all academic activities. The plan and guidelines are formulated after discussion with the Governing Body. The instructions along with implementation strategy are conveyed to teachers and supporting staff by the principal to the Dean Academics, Coordinator-IQAC, head of the departments, Departmental academic coordinator (DAC), module coordinators and guardian faculty member (GFM).

2. Departmental level: - The principal along with the dean, IQAC, head of the department coordinates and monitors the smooth conduction of the plans at departmental level. The academic calendar is proposed by the Dean Academics and approved by the principal in the meeting of BoG. The academic coordinator, module coordinator and course coordinator implement the strategy accordingly, as per the guidelines. HOD assigns subjects well before the commencement of academic semester. Departmental academic coordinator preserves the records of monthly attendance of the students, syllabus coverage and data related to evaluation. GFM records the grievances and difficulties of students and acts as mediator between student, parent and the department. Various issues related to students' grievances are sorted out at different platforms.

For better understanding and clarity of the subject, enhancing know-how on the recent developments in the field, expert lectures from reputed institutes and industries are conducted. The head of the departments and faculties interact with experts and organize expert sessions on

important technical topics and boost employability of the institute to bridge the gap between industry and institute.

Module coordinator plays a vital role in guiding faculties in preparing course notes, PPTs, teaching plan and usage of ICT tools for teaching-learning process. He also takes the responsibility of collecting and uploading relevant teaching material on LMS like MOODLE for respective subjects. Various mobile and reliable applications are used to teach students, help them practice their learning, take assignments and manage their schedules.

Various digital platforms used are Moodle, Google meet, Zoom, Google forms, etc., which aids students in the teaching process, also helping them understand how to learn and enhance their learning process. Thus, overall focus of the multi monitoring system in enhancing teaching learning process and facilitating student centered learning is achieved.

Advantages

● This practice has enabled PVPIT in adopting a Student-Centric approach not only in the learning process but also in institutional quality enhancement.

● It has created a platform for finding loopholes in the teaching learning process and to take necessary steps to improve upon such findings.

● Teachers are benefitted through valuable feedback from the students on quality enhancement in classroom teaching and student centered teaching.

● This practice has enabled the institution to offer programs and courses that are well accepted. Also, has helped create a student-centric environment in the institution.

Best Practice-2: Use of Advanced Technology and Digital Platform for Teaching-Learning Process

PVPIT Bavdhan offers and prepares students for various Professional Programs as a part of its diverse and progressive curriculum. These professional programs cater to both international and Indian requirements enabling and empowering students to become industry ready. Given the increasing demand for qualified and certified professionals globally, the institute has been trying to develop its programs to make value additions to its existing offerings.

Objectives:

• Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support teaching-learning process.

• To offer programs that are nationally and internationally relevant and in demand.

• To bridge the gap between industry requirements and curricula of the institution.

• To restructure and offer programs that enhance the employability of students.

• To ensure constant value addition to the existing programs to bring them at par with the international standards.

• Provide and Improve access to digital technology for all learners

• To make students more competent and industry ready.

• To provide excellent coaching and mentoring for students preparing for professional certifications.

• Create leadership to drive innovation and investment in digital technology for learning and teaching

The Practice:

Various Digital platforms used are Moodle, Google meet, Zoom, Google forms, etc. which are aiding students in the teaching process, also helping them understand how to learn and enhance their learning process.

This online learning system is providing a two-way communication model between students and teachers. Most importantly, it is letting students, track their coursework progress, identify improvement areas and offer ways to make the most of them. Online Training Session were conducted by the institute as follows:

• Zensar ESD for selected students from 24th Sept 2020.

• GTT Barclays for all students which were conducted weekly for 8 hours on 6th

Sept to 9th Sept 2020 .

• FUEL Residential Fellowship 2020 for selected students for 6 month period.

Also, feedback from students is collected from time to time on such digital platforms to enhance learning and improve assessment performance.

Advantages:

● Video lectures allow students to learn subject syllabus at their own pace

● The offered Professional Programs are internationally recognized making them relevant and accepted globally.

● Job Oriented Programs enables students to land job offers after completion of the program.

● Adds value to the graduate program and prepares them better for higher studies.

Challenges

Limitations to the best practice present was in the form of limited intake of students for some of the training. As the program requires intensive training, a minimum level of aptitude is anticipated on the part of the student. No other challenges faced in progression and development of the professional certification integrated programs. However, there is a need for further refinement on soft skills of the students.